

CHILD PROTECTION ACCOUNTABILITY COMMISSION
Education Committee Meeting
Wednesday, December 14, 2106
Townsend Building, Cabinet Room

Welcome: The Child Protection Accountability Committee (CPAC) Education Committee was called to order at 1:10 p.m. on Wednesday, December 14, 2016 at the Townsend Building in Dover by Chairperson Susan Haberstroh.

Attendees:

Mondaria Batchelor (Woodbridge)
Barbara Crowell (Family Court)
Jennifer Davis (DOE)
Harvey Doppelt (PBH)
Susan Haberstroh (DOE)
Kathie Herel (PIC)
Eliza Hirst (OCA)
Michele Marinucci (Woodbridge)
Kenneth Millman (Family Court)
Rachael Neff (Family Court)
Angie Porter (DSCYF)
Tina Shockley (DOE)
Brittany Willard (OCA)

Welcome and Introductions: Everyone was welcomed to the meeting, and introductions were made.

Approval of Minutes: The Committee reviewed the minutes of the September 14, 2016 meeting minutes. Judge Crowell motioned to approve the minutes, and Judge Millman second the motion. Everyone was in favor of approving the minutes in their current form, thus the motion carrier and the minutes were approved.

Georgetown University Visit Update

Eliza Hirst provided an update on the Georgetown University visit. She noted that several members of the group attended a week long program regarding School-Justice Partnerships. During the week the group had to develop a capstone project. Through the project, the group found that early discipline was good, but early suspensions can lead to issues down the road.

Their project focused on the Brandywine School District's effort to try to get more trauma supports because they work with many Wilmington-area students. Through integrating suburban and intercity populations there has been a disproportionate amount of discipline rates. While attempts are being made to change the culture systemically, the project indicated that Brandywine could make some real changes.

It is important to note that there are 700 families that have involvement with various agencies such as DSCYF, DPHBH and DFS. This means there are at a minimum 700+ kids in need of such services.

For the last year to 18 months, Office of Child Advocate (OCA) has been working with Brandywine School District to train their staff on trauma and impact of behavior on learning. They work on how to engage parents and teachers, so families can see school as a resource. The district is looking for a culture change, and to train school staff to be supportive and trauma responsive. The goal of the project is to prevent kids from being involved in the system.

Rachel Neff added that Family Court had talked about bringing at least one of the trainers to Delaware (from the Georgetown University program) to discuss the role courts have played. These roles range from training to communication. People, on all levels, can be aware and understand the contribution they have to make. Each person has a different role, different ideas to bring to the conversation. Better communication between all parties helps ensure kids are enrolled, schools are aware, etc. To date we don't always have that.

Judge Crowell noted that certainly education is important if we are to break the cycle of their families, but what she came away with was the importance of these youth to have connections with the schools, given they usually come from chaotic families. Suspension, etc. can cause more trauma to children, by not letting them come to school.

Many times she will bring kids back after sentencing and too many of them have not enrolled in school and she wonders why. Typically the parents are not involved or there does not seem to be a sense of urgency to get them in school. We need to have our probation officers understand the sense of urgency. It all comes back to connections.

The next step is creating a Memorandum of Understanding (MOU) to allow for the sharing of data with Brandywine regard kids in foster care or other school data. She notes Brittany is helping to secure that data, and over the next few months they will help Brandywine with their strategic planning. Eliza continues to help schools and will provide quarterly updates on this issue.

Student Snapshot – Susan Haberstroh

Susan Haberstroh discussed a handout of student snapshots from elementary, middle and high school for the EdInsight Dashboard. She notes these are not actual students, but rather made up data to show what types of information are included in the EdInsight Dashboard. The system is ready will real data, but we need to train folks to use the Dashboard.

Jennifer Davis

Jennifer Davis gave a more in depth view of student snapshots. She reviewed the first page is demographics, and then programs and special services and other student information (these include special education, English learners, 504 Plans, bilingual, etc.)

She acknowledged that there needs to be training document/legends that go with these documents to provide clarity.

For the samples there was nothing in the Enrollment History, however this would contain information such as where the student has been in school (in Delaware) and in what years.

The middle and high school samples show current courses and grades per marking period (when the period is complete).

Attendance and Discipline blocks show daily attendance, tardiness, and disciplinary incidents. It was noted that there is no uniform attendance data. Different schools indicate attendance differently. High schools will show attendance by class period. If a student attends a different school, it will only show Delaware schools, not out-of-state.

There will be an indication if the number of school violations/disciplines is high or in an okay/acceptable range. Expulsions/suspensions (either in school or out of school) are not broken down. We will see if we can add these categories.

In general, if the information is included in the dashboard, we can pull it.

Course history is included in the snapshot, including credits earned. We want to change this from subject area to year, as that information would be more useful.

There is an entire section on assessments, including type and level of assessment (i.e., Smarter Balance, local assessments, value/score and if it is meeting the standard). The system will show if there has been a drop in score of more than 10 points. If the block is blank that is no data available. However, it does show the history of assessments taken. Someone asked if the system can highlight certain factors to make it easier to read. The answer is not really, but we can possibly address that in a FAQ document or in a red font to draw attention to certain information.

The system will also show advanced academic progress such as AP potential, and it will show if they took such a course. Additionally, PSAT and SAT scores will show up in the dashboard.

Also, the Drop Out Early Warning System will indicate if there is a risk of the student dropping out of school. This is based on certain thresholds and indicators.

There is also a Grades and Credit section, which shows if they are passing course and grade. It would show if a student repeated a grade.

It was noted that the best interest meetings are not listed on the dashboard as not every district tracks such meetings. It was positively noted the snapshot itself would be good to bring to best interest meetings or to a pediatrician, etc. It was also noted that it would be helpful for the assessment unit in Harvey's shop, as well as for CASA evaluations, pre-trial reports, etc.

Susan Haberstroh reminded the group that we need to make sure we are following FERPA regulations, and we should include that in the FAQs. It was also noted that development of the FAQs needs to be done sooner rather than later. The same holds true for training school personnel.

Also with the dashboard, information defaults and that is printed out, but you can unclick it to get the information you want.

The Data Workgroup is going to flesh out more of this, but in implementation the process would be for homeless liaison/foster care liaison to pull the report.

It was noted that this document can't be a mandatory court document, until we have everyone trained. There needs to be parameters around who has access, who they can share it with, etc., but first we must train the district, and train the DSF workers. Not everyone should/would have

access to the system. However, it is likely that judges would encourage folks to bring the document to court.

It was suggested that we should pilot such usage of the dashboard within a district and with judges. Woodbridge volunteered, but kids move from district to district, and sometimes judge is in another county.

This document would be very useful for everyone in the courtroom to understand how the student is doing. This information is a good piece of data for both the student and judge. It provides history of the child.

As for next steps, DOE will talk to the Data Workgroup prior to their next meeting (2/16/17) to provide more guidance on the document. The goal is to have FAQs and the process more streamlined by no later than March 8th meeting.

ESSA Update – Susan Haberstroh

DOE has been involved in stakeholder outreach, such as surveys, community conversations, and two meetings for Spanish speaking individuals. The recent guidance from USDOE noted the dates for the plan to be submitted are now April 3 and in September. The state is targeting submission for April 3. Information about the ESSA Draft Plan is on the DOE website. A more comprehensive draft will be published January 9, 2017. It specifically talks about wrap around services and special education resources. CPAC, DSEA and others support getting training out to schools (via Compassionate Schools or other means).

Jennifer Davis noted that ESSA Workgroup has met to review changes around McKinney-Vento and foster care as updates are needed per the new ESSA law. The big thing is the desire to have a statewide process (best interest forms, dispute resolution, etc.). Jen indicated she has sent out the revised MOU to the group to get feedback on anything in it. They will report back to her by 12/19/16. The MOU Workgroup will reconvene in January and will incorporate ESSA-related changes into the MOU.

Someone asked if there is a timeline on when a best interest meeting can be held. No timeline and it is preferred that the meeting occur as soon as possible. The student has the right to attend that meeting, and also stay in home school while the matter is in dispute.

How often is there training for best interest meetings? Training occurs twice a year for homeless liaisons. For foster care liaisons, training will occur before end of the year.

The date the guidelines for foster care go into effect is December 10. Everything could stay the same for a year, but they must have points of contact. It all will roll out new in December 2017, or by the new school year (August 2017). Is there an opportunity to do best interest meeting training? Yes, that is the goal for the new process, as this is required for new liaisons when they start. Will there be cross training? Yes, that is the intent for social workers and homeless/foster care liaisons to be cross trained, so everyone is on same page, but this may not occur until we implement fully in Fall 2017.

Legislative Session – Children in Foster Care and Homeless - Susan Haberstroh

Susan Haberstroh provided a legislative update. She noted that Delaware has to change the law for homeless because in Delaware Code now all foster care children are served under McKinney-Vento. Eliza has worked on a draft bill to update the Delaware Code. This may come before CPAC legislative committee and the larger group in February or sooner. However, this is a requirement to ensure that ESSA language, as authorized by ESEA, is aligned with current code.

The proposed version of the bill has an expanded school of origin definition. This was changed because for the Code we need to follow federal law, but more fleshing out of specifics in regulation need to occur. Therefore, we will address that in regulation, not in code. If we have to change something, we can more easily change code.

Is DOE committed to the broad definition of homeless and foster care? Maybe, as this depends on cost. There are changes in ESSA that may impact this.

Eliza expressed interest in a more expansion definition to ensure it covers all populations (homeless and foster care).

Non Academic Trainings – Susan Haberstroh

Susan provide a PowerPoint handout regarding the non-academic trainings required for teachers as there are now quite a few. We believed the various types of training (teen date, suicide prevents, bullying, etc.) is good for CPAC members to be aware of. There is some potential legislative action to permit different trainings to fall into different years. There is still opportunity to get them all done, but such bill would allow for more specific trainings for the districts.

More specifically there is a new training for school staff each year and we are running out of time to do them all. We need to honor the important trainings but allow for flexibility for schools in how to accomplish them.

Workgroup Reports:

MOU / Data Workgroup – Jennifer Davis

The Data Workgroup met to review the data received from DOE. They are seeking clarification and will discuss and review at their next meeting.

The MOU Workgroup will reconvene and meet in January. Foster care/child abuse training and reporting will be the topic of discuss. The group is eager to get back together to clean up the MOU due to ESSA changes.

Collaboration Workgroup – Eliza Hirst

Eliza noted that there as low attendance for their meeting, but they had a productive discussion about the Education Decision Maker legislation. She has overhauled a lot of it allowing for a more streamlined bill. She is ensuring that the court can appoint an education decision maker for children, and that this will not interfere with an education surrogate parent for special education. She notes 60% kids in foster care do not have IEP, and they don't have one point person for education involvement. A draft bill is circulating and we anticipate will be

introduced this legislative cycle. The Education Decision maker should be someone who is already involved in child's life.

Additionally, DOE looked at it and did some minor wordsmithing. Again, this would need to go to the CPAC legislative committee and larger CPAC group before moving forward.

After this, Eliza and group will determine if they need to continue as a workgroup.

Other Updates: Eliza noted that for Compassionate Schools, as of December 2016 they have trained between 1300-1400 educators. There appears to be a lot of need/interest in trauma.

Public Comment: There was no public comment.

Next Meeting Dates:

-March 8, Library Conf Rm.

-July 12, Cabinet Room

A request was made to change the location of the meeting. Tina and Susan will work on this.

Follow Ups/To Do:

Brittany will report back if kids in foster care fair differently than students in other socio-economic groups.

Eliza will send out the save the date for September and December meeting, and will call for any training/presentations that the group may want to receive.

Adjournment:

The meeting was adjourned by Chairperson Susan Haberstroh at 2:50 p.m.